

Public English Test System

全国英语等级考试 (PETS) 系列教材

全国

# 英语 等级考试

## 第五级阅读 与知识运用 教程

■ 夏铁华 周 洁 主编



商务印书馆

全国英语等级考试系列

# 全国英语等级考试

## 第五级阅读与知识运用教程

策 划：冯爱珍

审 定：刘 玲

主 编：夏铁华 周 洁

编 委：（按姓氏音序排列）

ALICE 柴伯梁 程 怡 董瑜琳

付 欣 黄培辰 李 俊 李鲁平

李玉强 刘 玲 罗 蓓 孟 彬

沈 曦 夏铁华 薛彩萍 张艳华

周 涵 周 洁

商 务 印 书 馆

2003 年 · 北京

图书在版编目(CIP)数据

全国英语等级考试第五级阅读与知识运用教程/夏铁华、周洁主编. —北京: 商务印书馆, 2003

(全国英语等级考试系列教材)

ISBN 7-100-03822-7

I. 全... II. ①夏... ②周... III. 英语-水平考试-自学参考资料 IV. H310.42

中国版本图书馆 CIP 数据核字(2003)第 052851 号

所有权利保留。

未经许可,不得以任何方式使用。

QUÁNGUÓ YÍNGYŮ DÉNGJÍ KǎOSHÌ DÌWŪJÍ  
YUÉDÚ YŮ ZHĪSHI YÙNYÒNG JIÀOCHÉNG  
全国英语等级考试第五级阅读与知识运用教程  
夏铁华 周 洁 主编

---

商 务 印 书 馆 出 版

(北京王府井大街36号 邮政编码 100710)

商 务 印 书 馆 发 行

北 京 冠 中 印 刷 厂 印 刷

ISBN 7-100-03822-7/G·541

---

2003 年 12 月第 1 版

开本 787×960 1/16

2003 年 12 月北京第 1 次印刷

印张 23¼

定价: 28.00 元

# 前 言

全国英语等级考试系列教材,是针对社会上有志于全面提高英语听、说、读、写、译能力并参加全国英语等级考试的人员的学习与复习而编写的指导用书。为了配合我国的外语教学改革和新型考试体系的推广,本教材充分体现了全国英语等级考试体系(Public English Test System,简称 PETS)的背景、目标、宗旨以及设计原则。为便于人们更好地了解 PETS 这种全新的考试,我们有必要对 PETS 考试和它的指导原则作一个简要的介绍。

## 一 关于 PETS 考试体系

PETS 考试与时俱进,必将成为我国最具影响力和权威性的外语考试,其意义是深远的。它一定会极大地巩固我国的外语教学成果,并且有力地推动外语教学改革,进一步提高全社会的外语使用水平。这种分级别的社会英语考试体系,也符合当今终身学习、终身教育的时代潮流。

### (一) PETS 考试考查全面,权威实用

PETS 考试由教育部考试中心主持,以全国性“学业证书”的形式推出。通过测试考生的水平,颁发全国公认的英语等级证书。证书作为人事部门考核、录用的依据,从而满足社会上英语能力鉴定和就业的需求。PETS 考试设置五个级别和一个附属级别,将逐步取代现有的各种英语考试,如中考、中职、高职外语加试、高中会考、自学考试、成人高考、公费出国外语水平考试等,同时还引导高考、研究生入学英语考试命题方向。具体级别设置及适用对象如下。

**PETS 一级(B):**是 PETS 五个级别中第一级的附属级,适合初学或零起点的英语学习者。该级别考生应掌握 600 左右的英语单词和词组,做到能听、能

读、能说。

**PETS 第一级:**是 PETS 考试五个级别中的初始级,其标准略高于我国九年义务教育全日制初中毕业时的英语水平。适合掌握 1000 左右的词汇以及相关词组的英语学习者,该级别考试将逐步替代中考。

**PETS 第二级:**是 PETS 考试五个级别中的中下级,其标准相当于我国普通高中优秀毕业生的英语水平。适合掌握 2000 左右的词汇以及相关词组的英语学习者。在高考“3+X”的试点省市,将逐步按照该级别进行考试,PETS 第二级将引导高考英语考试命题方向。

**PETS 第三级:**是 PETS 考试五个级别中的中间级,适合掌握 4000 左右词汇以及相关词组的英语学习者。其标准相当于普通高等院校或高等教育自学考试非英语专业本科毕业的水平。

**PETS 第四级:**是 PETS 考试五个级别中的中上级,适合掌握 5500 左右的词汇以及相关词组的英语学习者。其水平基本满足攻读高等院校非英语专业硕士研究生的需要,符合一般专业技术人员、研究人员和现代企业经理等工作对英语的基本要求,将引导研究生入学英语考试的命题方向。

**PETS 第五级:**是 PETS 考试五个级别中的最高级,适合掌握 7500 左右的词汇以及相关词组的英语学习者。其标准相当于大学英语专业二年级结束时的水平,也是目前国家公派出国人员的英语考试水平。

## (二) PETS 考试改革中国人的“哑巴”英语

在过去的几十年里,我国的外语教学积累了相当丰富的经验,也取得了许多成绩,但总的来说效率偏低。大多数英语学习者经过多年的学习虽然获得了一定的词汇和语法知识,但听、说、读、写的语言应用技能却不高,这种情形不能适应现实社会的需要。PETS 考试的目的是用新型的考试来推动外语教学改革,它不但要考查学习者的外语知识,更注重考查全面的语言能力。

语言能力分为接受能力和产出能力。接受能力是指学习者接受语言的能力,主要包括听与读的能力;产出能力是指学习者语言表达的能力,主要包括说与写的能力。过去由于我们过分强调考试的客观性,在各类外语考试中考查语言知识和语言接受能力的多,考查语言产出能力的少。当然,毋庸讳言,对外语

学习者的产出能力进行考查,客观上有许多困难。但由于长期忽视对语言产出能力的考查,结果使得许多考生分数很高,却不能熟练地进行有效的语言交际。

### (三) PETS 考试,中国标准,国际模式

PETS 考试是我国教育部考试中心在英国剑桥大学考试中心协助下,建立的一项面向全国的社会性英语考试。PETS 的中、长期目标是将全国各类各级面向社会的英语考试纳入 PETS 范围,使外语考试更加规范,更具权威性和可比性。为这一体系的建立,教育部考试中心做了大量的前期准备工作,并多次派出国内的命题专家赴剑桥大学接受专门培训,与英方专家共同探讨和确定实施 PETS 考试的各个环节。PETS 的考试形式是中英专家根据中国英语学习者的特点设计的,既体现了当前国际上大规模英语考试的发展趋势,又充分考虑了国内主流考试的题型,照顾到了社会和考生的承受能力。教育部考试中心从 1999 年开始在全国部分省市开展 PETS 的试点考试,当即受到广泛的欢迎和关注,此后每年的考生人数都有大幅度的增加。

PETS 考试的重要地位是由它的鲜明特点所决定的。首先,组织实施者——教育部考试中心,是我国最大、最权威的考试机构。考试中心拥有一支高素质的专业队伍,他们对各种考试都有充分的研究和丰富的实施经验,并且得到国际权威考试机构的支持和协作,因此,它所主持的各项考试具有很高的质量,能够客观反映考生的水平。再者,PETS 考试的出发点是考查语言应用能力,其分类和定义建立在交际性语言活动模式的基础上。交际性语言活动模式是近 20 年来在国际外语教学界发展起来的一种新模式,PETS 考试的发展方向是成为中国的英语标准考试。

PETS 考试的设立标志着中国的“英语标准时代”即将来临,而 PETS 考试证书将成为全社会各阶层人员升学与求职的一张“王牌”,并且成为 21 世纪通用的学业证书。

## 二 关于全国英语等级考试系列教材

### (一) 编写原则

1. 以教育部考试中心颁布的《全国英语等级考试大纲》为依据,教材编写

力图客观准确地反映考试大纲的要求,便于考生自学,并通过考试。

2. 从中国人学习英语的实际出发,兼顾英语文化的理解与把握。编写以国内典型的情景素材为主,辅以具有典型的英语国家文化特色的情景素材。

3. 紧扣考试大纲规定的交际话题和功能意念,融其于语言交际之中。

4. 以阅读为中心点,以听、说、写、译能力为半径画圆,全方位地帮助考生培养和发展听、说、读、写、译能力。

5. 紧扣考试大纲规定的语法知识点,采用类比的编写手法,将 PETS 各级考试与其相应难度的英语考试的语法知识点进行纵横比较,帮助考生更好地理解 and 记忆语法知识。

6. 全面覆盖考试大纲规定的核心词汇。每册教材都解读 PETS 考试大纲所涉及的核心词汇,通过对每个核心词汇给出具体的国际音标、词性、释义、词组,使考生对该词的主要意义和用法一目了然。许多词汇的例句选自各种实际考试试题,为考生熟悉核心词汇的出题方式和命题规律提供了真实有效的了解途径,以便充分适应考试。

7. 教材内容的语言力求新鲜活泼,充分反映时代特点。因此,适当增加一些新词、酷词。

## (二) 体例内容

课文按交际话题编写。每课有 1—2 个交际话题,交际话题的选择以考试大纲为依据。内容安排大致涵盖(每册具体安排有所不同):

1. 听力和口语。听力和口语以与考试形式较接近的习题的方式出现,听力和口语部分所使用的语言,实际、精练、地道、得体。

2. 精读课文。课文的长度以大纲规定的对阅读理解的字数要求为依据。为帮助学习者加深对课文的理解,每篇课文附有若干个相关问题。

3. 单词和短语。单词和短语是各课会话和课文中新出现的内容,该部分给出了单词的国际音标、词性、中文释义和短语的中文释义。

4. 课文注释。注释针对会话和课文,涉及三方面的内容:一是从语法、词汇等方面解读该课的疑点、难点;二是补充实际语言交际中与该课内容有关的其他日常用语,以扩大学习者的知识面;三是介绍相关的文化背景知识,加深

学习者对会话和课文的理解。

5. 课后练习。练习是针对各课的重点内容而设计的,题型与考试大纲基本一致,便于学习者练习备考。

每册教材还提供两套模拟试题。模拟试题严格按照 PETS 考试大纲设计,以便考生熟悉该考试的级别标准、形式、内容和结构。

教材最后有附录,大致包括:①交际话题表;②功能意念表;③语法项目表;④语言技能表;⑤听力练习录音文稿;⑥练习答案;⑦单词和短语总表等。

另外,教材配有由英美教师朗读的盒式录音带,录音内容包括听力练习、模拟试卷听力部分以及课文单词。

### (三) 本书特色

1. 指导与训练并重。目的在于通过本书的使用,考生可以有有的放矢地进行考前的准备。

2. 知识与能力并重。不仅注重考生的语言接受能力和产出能力的训练,也兼顾语言知识的学习和掌握。

3. 严格遵循 PETS 各级考试的各种要求。话题和习题设计紧扣考试大纲,力求考生的知识和能力符合考试大纲的要求。

本书由商务印书馆教育图书编辑室和北京新东方学校的优秀教师夏铁华、周洁策划并组织编写。参与编写的人员都是从事外语专业教学与研究多年的英语教师。在编写本书之前,我们这些教师对 PETS 考试大纲进行了深入细致的讨论和研究,以确保充分领会考试大纲的精神,在编写体例和内容上充分体现考试大纲的要求。同时,我们也注意到参加 PETS 考试的考生多是靠自学来备考的实际情况,在编写中力求做到教材的每个训练项目都具有可操作性。总而言之,我们衷心希望考生通过本教材的使用能够提高自己的外语综合能力,顺利通过 PETS 考试。

我们感谢教育部考试中心适时推出了科学的 PETS 考试。它使我们这些从事外语教学与研究的教师明确了教学和研究的方 向,也使我们能为我国的外语教学改革和对外交流事业尽一份绵薄之力。



由于编写工作量大,时间仓促,加之编者水平有限,书中难免不妥和错误之处,恳请使用者和同人批评斧正,以待再版时修改。

编 者

2003年5月

# 目 录

前言 .....	I
<b>第一部分 阅读篇 .....</b>	<b>(1)</b>
第一章 PETS 第五级考试阅读理解大纲样题及解题指导 .....	(1)
第一节 PETS 第五级考试阅读理解大纲样题 .....	(1)
第二节 PETS 第五级考试阅读理解样题答案及解题思路 .....	(14)
第二章 PETS 第五级考试阅读理解应试对策 .....	(19)
第一节 PETS 第五级考试阅读理解之阅读技巧 .....	(19)
第二节 PETS 第五级考试阅读理解之解题技巧 .....	(22)
第三章 PETS 第五级考试阅读理解常考语言点 .....	(24)
第一节 PETS 第五级考试阅读理解题型分析 .....	(24)
第二节 PETS 第五级考试阅读理解问题中常见句型 .....	(32)
第三节 PETS 第五级考试阅读理解必备短语 .....	(34)
第四章 PETS 第五级考试阅读理解实战演练 .....	(58)
<b>第二部分 英语知识运用篇 .....</b>	<b>(164)</b>
第五章 PETS 第五级考试英语知识运用大纲样题及解题指导 .....	(164)
第一节 PETS 第五级考试英语知识运用大纲样题 .....	(164)
第二节 PETS 第五级考试英语知识运用样题答案及解题思路 .....	(165)
第六章 PETS 第五级考试英语知识运用之应试对策 .....	(168)
第一节 PETS 第五级考试英语知识运用之考点分析 .....	(168)
第二节 PETS 第五级考试英语知识运用之常考搭配 .....	(171)
第三节 PETS 第五级考试英语知识运用之常考词 .....	(203)
第七章 PETS 第五级考试英语知识运用实战演练 .....	(217)
<b>第三部分 PETS 第五级考试模拟试题 .....</b>	<b>(269)</b>
PETS 第五级考试模拟试题(一) .....	(269)

PETS 第五级考试模拟试题(二) .....	(290)
附录一 PETS 第五级考试阅读理解实战演练参考答案 .....	(309)
附录二 PETS 第五级考试英语知识运用实战演练参考答案 .....	(311)
附录三 PETS 第五级考试模拟试题答案 .....	(322)
附录四 PETS 第五级考试模拟试题听力原文 .....	(326)
附录五 词缀表 .....	(344)
附录六 功能意念表 .....	(346)
附录七 语言技能表 .....	(356)

# 第一部分 阅读篇

## 第一章 PETS 第五级考试阅读理解 大纲样题及解题指导

### 第一节 PETS 第五级考试阅读理解大纲样题

#### Reading Comprehension

(50 minutes)

#### Part A

*Read the following texts and answer the questions which accompany them by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1.*

#### Text 1

In recent years, there has been a steady assault on salt from the doctors: salt is bad for you—regardless of your health. Politicians also got on board. “There is a direct relationship,” US Congressman Neal Smith noted, “between the amount of sodium a person consumes and heart disease, circulatory disorders, stroke and even early death.”

Frightening, if true! But many doctors and medical researchers are now beginning to feel the salt scare has gone too far. “All this hue and cry about eating salt is unnecessary,” Dr. Dustan insists. “For most of us it probably doesn’t make much difference how much salt we eat.” Dustan’s most recent short-term study of 150 people showed that those with normal blood pressure experienced no change at all when placed on an extremely low-salt diet, or later when salt was reintroduced. Of the hypertensive subjects, however, half of those on the low-salt diet did experience a drop in blood pressure,

which returned to its previous level when salt was reintroduced.

"An adequate to somewhat excessive salt intake has probably saved many more lives than it has cost in the general population," notes Dr. John H. Laragh. "So a recommendation that the whole population should avoid salt makes no sense."

Medical experts agree that everyone should practice reasonable "moderation" in salt consumption. For the average person, a moderate amount might run from four to ten grams a day, or roughly  $1/2$  to  $1/3$  of a teaspoon. The equivalent of one to two grams of this salt allowance would come from the natural sodium in food. The rest would be added in processing, preparation or at the table.

Those with kidney, liver or heart problems may have to limit dietary salt, if their doctor advises. But even the very vocal "low salt" exponent, Dr. Arthur Hull Hayes, Jr. admits that "we do not know whether increased sodium consumption causes hypertension." In fact, there is growing scientific evidence that other factors may be involved; deficiencies in calcium, potassium, perhaps magnesium; obesity (much more dangerous than sodium); genetic predisposition; stress.

"It is not your enemy," says Dr. Laragh. "Salt is the No. 1 natural component of all human tissues, and the idea that you don't need it is wrong. Unless your doctor has proven that you have a salt-related health problem, there is no reason to give it up."

51. According to some doctors and politicians, the amount of salt consumed
- A. exhibits as an aggravating factor to people in poor health.
  - B. cures diseases such as stroke and circulatory disorders.
  - ✓ C. correlates highly with some diseases.
  - D. is irrelevant to people suffering from heart disease.
52. From Dr. Dustan's study we can infer that
- ✓ A. a low-salt diet may be prescribed for some people.

- B. the amount of salt intake has nothing to do with one's blood pressure.  
C. the reduction of salt intake can cure a hypertensive patient.  
D. an extremely low-salt diet makes no difference to anyone.
53. In the third paragraph, Dr. Laragh implies that  
A. people should not be afraid of taking excessive salt.  
✓ B. doctors should not advise people to avoid salt.  
C. an adequate to excessive salt intake is recommended for people in disease.  
D. excessive salt intake has claimed some victims in the general population.
54. The phrase "vocal... exponent" (line 2, para. 5) most probably refers to  
A. eloquent doctor.  
B. articulate opponent.  
C. loud speaker.  
✓ D. strong advocate.
55. What is the main message of this text?  
A. That the salt scare is not justified. *恐惧 合理的*  
B. That the cause of hypertension is now understood.  
✓ C. That the moderate use of salt is recommended.  
D. That salt consumption is to be promoted.

### Text 2

Few people doubt the fundamental importance of mothers in child-rearing, but what do fathers do? Much of what they contribute is simply the result of being a second adult in the home. Bringing up children is demanding, stressful and exhausting. Two adults can support and make up for each other's deficiencies and build on each other's strengths.

Fathers also bring an array of unique qualities. Some are familiar; protector and role model. Teenage boys without fathers are notoriously prone to trouble. The pathway to adulthood for daughters is somewhat easier, but they must still learn from their fathers, in ways they cannot from their moth-

ers, how to relate to men. They learn from their fathers about heterosexual trust, intimacy and difference. They learn to appreciate their own femininity from the one male who is most special in their lives. Most important, through loving and being loved by their fathers, they learn that they are love-worthy.

Current research gives much deeper—and more surprising—insight into the father's role in child-rearing. One significantly overlooked dimension of fathering is play. From their children's birth through adolescence, fathers tend to emphasize play more than care taking. The father's style of play is likely to be both physically stimulating and exciting. With older children it involves more teamwork, requiring competitive testing of physical and mental skills. It frequently resembles a teaching relationship; come on, let me show you how. Mothers play more at the child's level. They seem willing to let the child direct play.

Kids, at least in the early years, seem to prefer to play with daddy. In one study of  $2\frac{1}{2}$ -year-olds who were given a choice, more than two-thirds chose to play with their father.

The way fathers play has effects on everything from the management of emotions to intelligence and academic achievement. It is particularly important in promoting self-control. According to one expert, "children who rough-house with their fathers quickly learn that biting, kicking and other forms of physical violence are not acceptable." They learn when to "shut it down".

At play and in other realms, fathers tend to stress competition, challenge, initiative, risk-taking and independence. Mothers, as caretakers, stress emotional security and personal safety. On the playground fathers often try to get the child to swing even higher, while mothers are cautious, worrying about an accident.

We know, too, that fathers' involvement seems to be linked to improved verbal and problem-solving skills and higher academic achievement. Several studies found that along with paternal strictness, the amount of time fathers

spent reading with them was a strong predictor of their daughters' verbal ability.

For sons the results have been equally striking. Studies uncovered a strong relationship between fathers' involvement and the mathematical abilities of their sons. Other studies found a relationship between paternal nurturing and boys' verbal intelligence.

56. The first paragraph points out that one of the advantages of a family with both parents is
- A. husband and wife can share housework.
  - B. two adults are always better than one.
  - C. the fundamental importance of mothers can be fully recognized.
  - ☒ D. husband and wife can compensate for each other's shortcomings.
57. According to Paragraph 3, one significant difference between the father's and mother's role in child-rearing is
- ☒ A. the style of play encouraged.
  - B. the amount of time available.
  - C. the strength of emotional ties.
  - D. the emphasis of intellectual development.
58. Which of the following statements is true?
- A. Mothers tend to stress personal safety less than fathers.
  - B. Boys are likely to benefit more from their fathers' caring.
  - C. Girls learn to read more quickly with the help of their fathers.
  - ☒ D. Fathers tend to encourage creativeness and independence.
59. Studies investigating fathers' involvement in child-rearing show that
- ☒ A. this improves kids' mathematical and verbal abilities.
  - B. the more time spent with kids, the better they speak.
  - C. the more strict the fathers are, the cleverer the kids.
  - D. girls usually do better than boys academically.
60. The writer's main point in writing this article is



- A. to warn society of increasing social problems.
- B. to emphasize the father's role in the family.
- C. to discuss the responsibilities of fathers.
- D. to show sympathy for one-parent families.

### Text 3

World leaders met recently at United Nations Headquarters in New York City to discuss the environmental issues raised at the Rio Earth Summit in 1992. The heads of state were supposed to decide what further steps should be taken to halt the decline of Earth's life-support systems. In fact, this meeting had much the flavor of the original Earth Summit. To wit: empty promises, hollow rhetoric, bickering between rich and poor, and irrelevant initiatives. Think U. S. Congress in slow motion.

Almost obscured by this torpor is the fact that there has been some remarkable progress over the past five years—real changes in the attitude of ordinary people in the Third World toward family size and a dawning realization that environmental degradation and their own well-being are intimately, and inversely, linked. Almost none of this, however, has anything to do with what the bureaucrats accomplished in Rio.

Or didn't accomplish. One item on the agenda at Rio, for example, was a renewed effort to save tropical forests. (A previous UN-sponsored initiative had fallen apart when it became clear that it actually hastened deforestation.) After Rio, a UN working group came up with more than 100 recommendations that have so far gone nowhere. One proposed forestry pact would do little more than immunize wood-exporting nations against trade sanctions.

An effort to draft an agreement on what to do about the climate changes caused by CO<sub>2</sub> and other greenhouse gases has fared even worse. Blocked by the Bush Administration from setting mandatory limits, the UN in 1992 called on nations to voluntarily reduce emissions to 1990 levels. Several years later, it's as if Rio had never happened. A new climate treaty is scheduled to be signed this December in Kyoto, Japan, but governments still cannot agree